Performance Management and Transformational Leadership
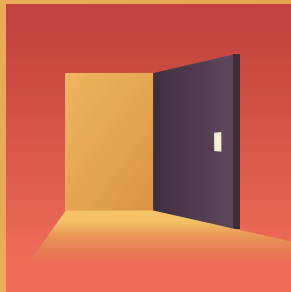
ALVORD UNIFIED SCHOOL DISTRICT

1986

Table of Contents

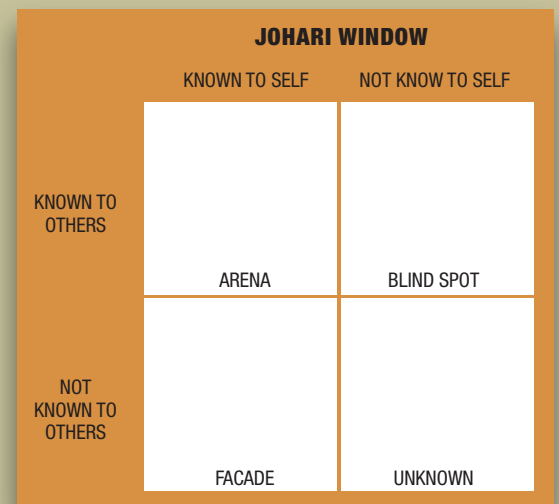# Leadership and learning are indispensable to each other. -John F. Kennedy

Leadership matters and the demands for great leaders are increasing each day. The fast paced global age has presented unprecedented challenges and uncertainty to leaders in all sectors of business, government, education and social institutions. This environment is redefining the skills that leaders must have to be successful. Great leaders today frequently use 360° feedback as a process to analyze their performance as a leader and develop professional and personal growth plans.

The concept of the Johari window illustrates the value of participating in 360 degree feedback. Johari window is a two-by-two matrix that describes how we perceive ourselves and how the world around us perceives us.

With the help of the 360 degree feedback leaders can narrow the "Unknown to Self/Known to Others" area and develop growth action plans independently or with the guidance of a coach. Leaders can also use the feedback as a starting point for expanding the "Known to Self/Known to Others" area in the direction of what was previously unproductively hidden from the outside world.

The data that is received in the 360 degree feedback is not a diagnosis, or a label of any kind. It is input for self-exploration and improvement. As the answers of the respondents may be influenced by a myriad of factors, they may not necessarily be the ultimate truth. Therefore the data is most valuable when used in conversation with a coach or facilitator.

It is important that responses of peers and subordinates be confidential. No names or identifiers of peer/subordinate will be used other than group codes associated with the leader's feedback data. The survey is organized around ten domains of transformational leadership .

JOHARI WINDOW

	KNOWN TO SELF	NOT KNOW TO SELF
KNOWN TO OTHERS	ARENA	BLIND SPOT
NOT KNOWN TO OTHERS	FACADE	UNKNOWN

Transformational Leadership Skills Inventory - TLSI

The ten domains are:

1. **Visionary Leadership**
2. **Communication**
3. **Problem Solving & Decision-making**
4. **Personal & Interpersonal Skills**
5. **Character & Integrity**
6. **Collaboration & Sustained Innovation**
7. **Managing Change**
8. **Diversity**
9. **Team Development**
10. **Political Intelligence**

Each of the ten domains contains eight skill areas that describe the competencies of successful transformational leaders. Responses to the eighty (80) skill areas provide data supporting three transformational leadership feedback reports.

1. Summary Report - Aggregates the eighty skills in the ten domains providing a profile for each domain and each skill.

2. Domain Summary Report -Aggregates all of the data into a report showing the ten domains.

3. Strength-Growth Report -Identifies the strongest ten skills and the twenty skills representing opportunities for growth.

Completing the instrument will:

- Enable you to make the choices about the areas you want to develop
- Enable you to identify the areas which are not strengths for you and from there craft leadership improvement plans
- Help you understand how your actions and focus creates an environment which enables others to perform at their best
- Enables you to focus on the areas which are critical to the development of a high performance work environment
- Acquire a higher capacity to manage stress
- Become more effective at operating in teams and organizations
- Expand behavioral repertoires and discover more creative ways to solving difficult interpersonal problems
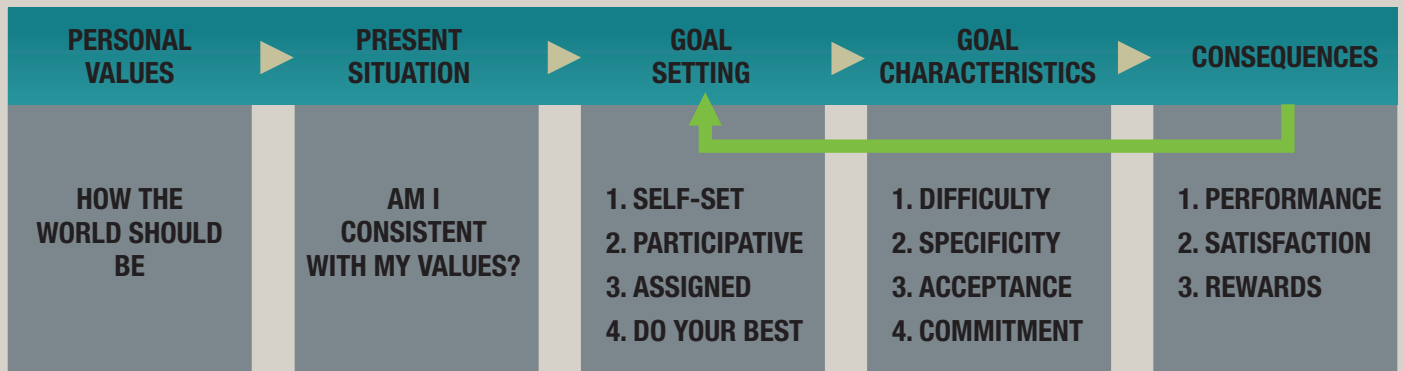
Basic Goal Setting Theory

PERSONAL VALUES		PRESENT SITUATION		GOAL SETTING		GOAL CHARACTERISTICS		CONSEQUENCES
HOW THE WORLD SHOULD BE		AM I CONSISTENT WITH MY VALUES?		1. SELF-SET 2. PARTICIPATIVE 3. ASSIGNED 4. DO YOUR BEST		1. DIFFICULTY 2. SPECIFICITY 3. ACCEPTANCE 4. COMMITMENT		1. PERFORMANCE 2. SATISFACTION 3. REWARDS

Exhibit 14.12 The Goal-Setting Process (Attribution: Copyright Rice University, OpenStax. under CC-BY 4.0 license)

PERSONAL VALUES	PRESENT SITUATION	GOAL SETTING	GOAL CHARACTERISTICS	CONSEQUENCES (OUTCOMES)
360 FEEDBACK TOOL		COLLABORATIVELY DISCUSSED AND ESTABLISHED		FINAL PROGRESS MEETING

Goal Setting

```
┌──────────────┐     ┌──────────────┐
│    GOAL      │     │    GOAL      │
│  DIFFICULTY  │     │  ACCEPTANCE  │──────────────┐
└──────────────┘     └──────────────┘              │
                                                   ▼
┌──────────────┐                          ┌─────────────────────────┐
│    GOAL      │─────────────────────────▶│  GOAL-DIRECTED EFFORT   │
│  SPECIFICITY │                          │   (MOTIVATION LEVEL)    │
└──────────────┘                          └─────────────────────────┘
                                                   ▲
                     ┌──────────────┐              │
                     │    GOAL      │──────────────┘
                     │  COMMITMENT  │
                     └──────────────┘
```
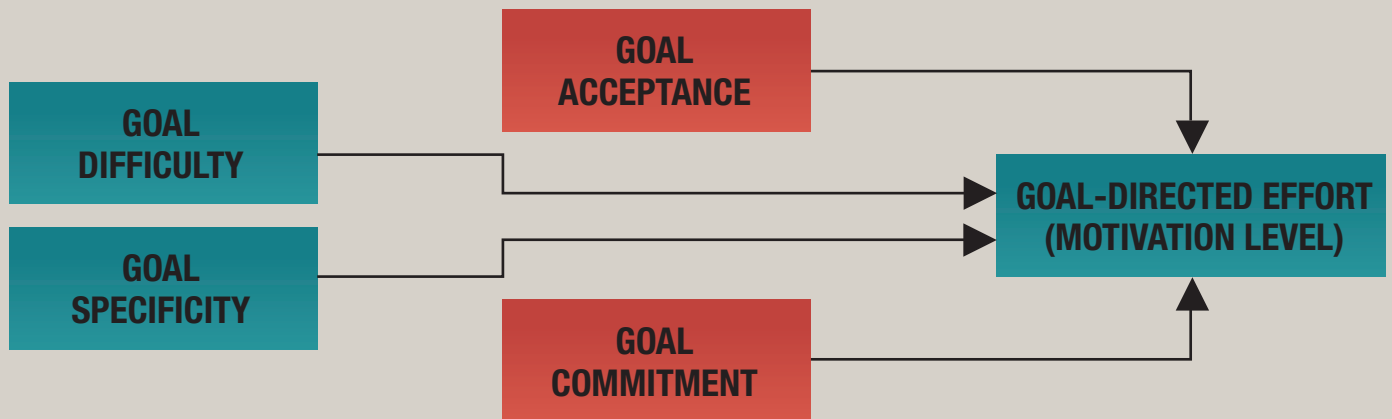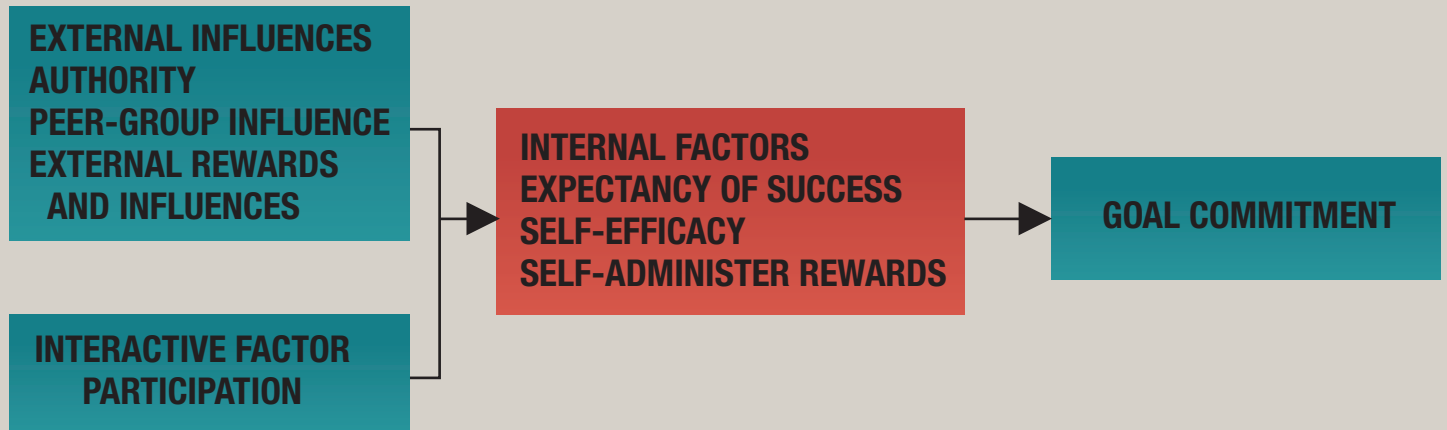
Exhibit 17 .10 A Model of Goal Setting

GOAL DIFFICULTY: People with difficult goals perform better.

GOAL SPECIFICITY: People with specific goals perform better.

GOAL ACCEPTANCE: People that accept their goal as their own perform better. (I have to ...)

GOAL COMMITMENT: People that are attached to their goal perform better (I want to ...)
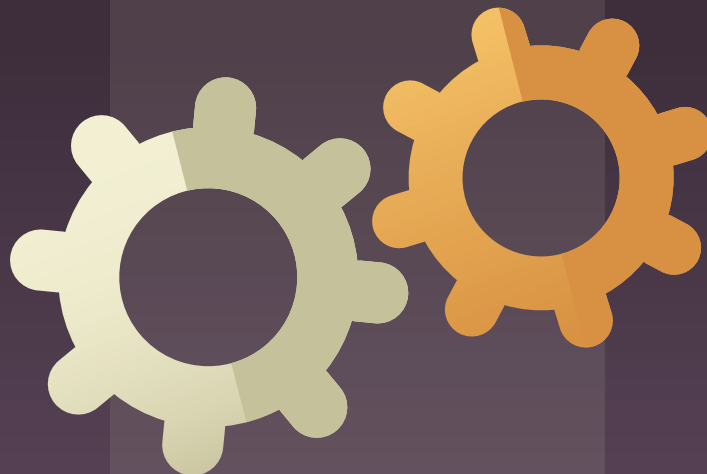
Goal Setting

| EXTERNAL INFLUENCES
AUTHORITY
PEER-GROUP INFLUENCE
EXTERNAL REWARDS
AND INFLUENCES | → | INTERNAL FACTORS
EXPECTANCY OF SUCCESS
SELF-EFFICACY
SELF-ADMINISTER REWARDS | → | GOAL COMMITMENT |

INTERACTIVE FACTOR
PARTICIPATION

More information can be found at:

https://openstax.org/details/books/principles-management

Exhibit 17.11 Determinants of Goal Commitment Source: Adapted from E. A. Locke, G. P. Latham, and M. Erez. 1988.
The determinants of goal commitment. *Academy of Management Review* 13:28.
Copyright 1998 by Academy of Management.
Reproduced with permission of Academy of Management in the format Textbook via Copyright Clearance Center; an from E. Erez and P. C. Earley. 1987.
Comparative analysis of goal setting across cultures. *Journal of Applied Psychology* 72:658–665.

Process for reviewing and setting personal goals from your 360 Feedback

Step 1 Understanding the Report

Understanding Your Transformational Leadership Skills Inventory 360 Feedback Report

You have now received your 360 Feedback report and are ready to analyze the results. The report is based on all who responded on your behalf (using your passcode) and completed the entire survey. The report is divided into three parts.

Skill Results by Domain (p. 1-5): These pages present the average ratings for each skill by the groups who responded for you and beside that, in parentheses () is the difference from your own rating of yourself. A positive number indicates the group rated you higher than your self-rating while a negative rating shows the group rated you lower than your self-rating. Studying the domain results reveals how others view your transformational leadership skills. At the top of page 1 you can see how many people responded in each group. [Note: #REF! indicates that there were no responses attributed to that group.]

Overall Domain Rating Summary (p. 6-8): These pages display graphs which show the average domain rating by group. This is based on the items which asked respondents to give a general, overall rating separate from the individual skills ratings. Your 'self' rating is also shown for comparison. [Note: This graph is different from the 'overall' lines on pages 1-5 which are calculated averages of the skills.]

Areas of Strength and Need (p. 9-10): These pages present the 20 items with the highest average (strength) and lowest average (need) ratings overall. The blue bar shows the range from the lowest to the highest rating received and the red triangle shows the average rating. Beside each item is your self-rating for comparison (which is not included in the average or range). [Note 1: If there is no bar visible, all responses were the same as illustrated by the red triangle. Note 2: There is no secondary ranking used for items with the same averages.]

Using the 360 Feedback report can help you understand how others perceive your leadership skills and determine the skills you might target to strengthen over time.

Process for reviewing and setting personal goals from your 360 Feedback

Step 2 Analyzing Your Data (March/April)

Now that you understand the report, it is time to look at your own data. Using the Skill Results by Domain section, the Overall Domain Rating Summary, and/or the Areas of Strength and Need section; list 1 to 5 areas of strength, 1 to 5 areas of need, and note any anomalies you find relevant. List these on your Personal Goal Worksheet.

Step 3 Creating Your Personal Goals (May/June)

Create 1 to 3 personal goals. List the action steps, timeline, support network, and the alignment with your professional goals and/or CPSEL's.
Meet with your supervisor to discuss your goals.

Step 4 Progress Check (March/April)

After the mid-year 360 Feedback completed in March or April, identify your progress with your supervisor. Make any revisions or adjustments as needed.

Step 5 Evaluation and Next Steps (May/June)

Using the data from your 360 Feedback mid-year check (March/April) and your identified progress, assess your progress and decide if you are going to continue with your goal(s), modify your goal(s), and/or create new goal(s). Your new or continued goals will be your starting point for the next year.

New Employees- In August/September, new employees will complete their personal and professional goal forms without the 360 feedback data.
They will participate in the 360 Feedback Survey in March/April.

Process for reviewing and setting professional goals

Step 1 Discussion (August/September)

In collaboration with your supervisor, begin the goal setting process. This will include a needs assessment, a review of district goals, school goals, and the CSPELs. In this process, 1 to 3 areas should be identified as areas for goal setting.

Step 2 Goal Setting (August/September)

Employees will meet with their supervisor to identify 1 to 3 goals they will focus on for the school year (time frames may be altered to shorter or longer durations). The Professional Goal Form will be filled out.

Step 3 Coaching and Monitoring (at least every other month)

Employee and supervisor will meet to discuss progress on the identified goals. These meetings will include a review of data, progress identification, coaching, and other supports.

Step 4 Evaluation and Next Steps (May/June)

Employees will meet with their supervisor to assess the level of success in completing their professional goals. Goals may be identified as met, met with follow up, in progress, or not met. The Employee and supervisor will decide which goals will continue into the next school year.

Alvord USD Performance Management Ongoing Collaboration Cycle

9-12 MONTHS

- Final Evaluation
- Data and Evidence Presentation
- Progress or Completion of Goals
- Employee Productivity Final Analysis
- Monthly Meeting with Job-alike Group

Perception Tool, Reflection, and Initial Goal Design

1-2 MONTHS

- 360 Perception Tool
- Personal Goal
- Meeting with Evaluator and Setting Goals
- Identification of Job-alike Group
- Mentor/Coach Meetings Set

Formally Review and Document Performance Results

- Coaching and Mentoring
- Evaluator Feedback
- Job-alike Meetings
- Professional Development

Evaluator Meeting and Goal Setting

7-8 MONTHS

- Progress Monitoring
- Monthly Meeting with Job-alike Group
- Employee Productivity Changes
- Data Collection
- Coaching Meetings

- Developing and Planning
- PD Opportunities
- Monthly Meeting with Job-alike Group
- Data Collection
- Progress Monitoring
- Coaching Meetings

3-4 MONTHS

Mid-year Check-in with Supervisor

- Evaluation of Progress and Adjustments
- PD Opportunities
- Monthly Meeting with Job-alike Group
- Employee Productivity Data and Analysis
- Data Collection
- Progress Monitoring
- Coaching Meetings

Implementing and Ongoing Monitoring

5-6 MONTHS

11

Personal Goal Worksheet

Employee Name: _____   **Job Title:** _____

Supervisor's Name: _____   **Work Location:** _____   **School Year:** ____

Analysis of the 360 Feedback Tool.

Areas of Strength:

1. _____
2. _____
3. _____
4. _____
5. _____

Areas of Need:

1. _____
2. _____
3. _____
4. _____
5. _____

Anomalie (if any):

_____

Personal Goal

Completed prior to Initial Goal setting Meeting.	**Personal Goal***	*State Personal Goal*	
	360 Baseline Data*	*Provide data used to establish goal.*	
*Developed in collaboration with assigned mentor for the first-year managers, as there will be no 360 baseline data.		**Action Steps** *Define steps toward accomplishing goal.*	**Timeline** *Identify timeline for each action.*
	Support Network	*Identify personnel and/or Professional Development to access in accomplishing goal.*	

Alvord Unified School District

Evaluation: Personal Goal

Mid-Year Progress	Evaluation	*Goal met/not met? Continued? Revised? (Attach additional pages as needed)*
Updated at Final Meeting.	Evaluation	*Goal met/not met? Continued? Revised? (Attach additional pages as needed)*

Professional Goal

Completed at Initial Goal Setting Meeting	Data Informed Goal	*State Professional Goal*	
	Identify the Associated CPSEL(s)		
	Alignment with Organizational Goals/ Identify the Associated CPSEL(s)	*Explain how the goal aligns with District Mission/Vision/Goals. (LCAP?, SPSA?}*	
		Action Steps *Define steps toward accomplishing goal.*	**Timeline** *Identify timeline for each action.*
	Employee Productivity	*Identify actions to improve and ensure productivity in attaining this goal.*	

Meeting Date:	**Progress Report 1:** *Summary of Progress, Obstacles and Adjustments*	*Progress report narrative (Attach additional pages as needed)*
Meeting Date:	**Progress Report 2:** *Summary of Progress, Obstacles and Adjustments*	*Progress report narrative (Attach additional pages as needed)*
Meeting Date:	**Progress Report 3:** *Summary of Progress, Obstacles and Adjustments*	*Progress report narrative (Attach additional pages as needed)*
Meeting Date:	**End of Year Report**	*Discuss outcome and next steps (Attach additional pages as needed)*

Employee Productivity Monitoring

Identify Employee(s) and Metrics	Progress Report 1	Progress Report 2	Progress Report 3	Overall Performance
1.				
2.				
3.				

Goal Confirmation Signatures

Personal Goal(s) Setting and Final Meeting

_____	_____	_____
Leader	*Supervisor*	*Initial Goal Setting Meeting Date*
_____	_____	_____
Leader	*Supervisor*	*Final Meeting Date*

Professional Goal(s) Setting and Final Meeting

_____	_____	_____
Leader	*Supervisor*	*Initial Goal Setting Meeting Date*
_____	_____	_____
Leader	*Supervisor*	*Final Meeting Date*

STANDARD 1: Development and Implementation of a Shared Vision

Education leaders facilitate the development and implementation of a shared vision of learning and growth of all students.

ELEMENT 1A

Student-Centered Vision

Leaders shape a collective vision that uses multiple measures of data and focuses on equitable access, opportunities, and outcomes for all students.

EXAMPLE INDICATORS

1A-1 Advance support for the academic, linguistic, cultural, social-emotional, behavioral, and physical development of each learner.

1A-2 Cultivate multiple learning opportunities and support systems that build on student assets and address student needs.

1A-3 Address achievement and opportunity disparities between student groups, with attention to those with special needs; cultural, racial, and linguistic differences; and disadvantaged socio-economic backgrounds.

1A-4 Emphasize the expectation that all students will meet content and performance standards.

ELEMENT 1B

Developing Shared Vision

Leaders engage others in a collaborative process to develop a vision of teaching and learning that is shared and supported by all stakeholders.

EXAMPLE INDICATORS

1B-1 Embrace diverse perspectives and craft consensus about the vision and goals.

1B-2 Communicate the vision so that the staff and school community understand it and use it for decision-making.

1B-3 Build shared accountability to achieve the vision by distributing leadership roles and responsibilities among staff and community.

1B-4 Align the vision and goals with local, state, and federal education laws and regulations.

ELEMENT 1C

Vision Planning and Implementation

Leaders guide and monitor decisions, actions, and outcomes using the shared vision and goals.

EXAMPLE INDICATORS

1C-1 Include all stakeholders in a process of continuous improvement (reflection, revision, and modification) based on the systematic review of evidence and progress.

1C-2 Use evidence (including, but not limited to, student achievement, attendance, behavior and school climate data, research, and best practices) to shape and revise plans, programs, and activities that advance the vision.

1C-3 Marshal, equitably allocate, and efficiently use human, fiscal, and technological resources aligned with the vision of learning for all students.

California Professional Standards for Education Leaders (CPSEL)
Standards, Elements, and Example Indicators

STANDARD 2: Instructional Leadership

Education leaders shape a collaborative culture of teaching and learning, informed by professional standards and focused on student and professional growth.

ELEMENT 2A

Professional Learning Culture
Leaders promote a culture in which staff engage in individual and collective professional learning that results in their continuous improvement and high performance.

EXAMPLE INDICATORS

2A-1 Establish coherent, research-based professional learning aligned with organizational vision and goals for educator and student growth.

2A-2 Promote professional learning plans that focus on real situations and specific needs related to increasing the learning and well-being of all staff and students.

2A-3 Capitalize on the diverse experiences and abilities of staff to plan, implement, and assess professional learning.

2A-4 Strengthen staff trust, shared responsibility, and leadership by instituting structures and processes that promote collaborative inquiry and problem solving.

ELEMENT 2B

Curriculum and Instruction
leaders guide and support the implementation of standards-based curriculum, instruction, and assessments that address student expectations and outcomes.

EXAMPLE INDICATORS

2B-1 Develop a shared understanding of adopted standards-based curriculum that reflects student content and performance expectations.

2B-2 Promote and monitor the use of state frameworks and guides that offer evidence-based instructional and support strategies to increase learning for diverse student assets and needs.

2B-3 Provide access to a variety of resources that are needed for the effective instruction and differentiated support of all students.

2B-4 Guide and monitor the alignment of curriculum, instruction, assessment, and professional practice.

ELEMENT 2C

Assessment and Accountability
leaders develop and use assessment and accountability systems to monitor, improve, and extend educator practice, program outcomes, and student learning.

EXAMPLE INDICATORS

2C-1 Define clear purposes, goals, and working agreements for collecting and sharing information about professional practice and student outcomes.

2C-2 Guide staff and the community in regular disaggregation and analysis of local and state student assessment results and program data.

2C-3 Use information from a variety of sources to guide program and professional learning planning, implementation, and revisions.

2C-4 Use professional expectations and standards to guide, monitor, support, and supervise to improve teaching and learning.

2C-5 Apply a variety of tools and technology to gather feedback, organize and analyze multiple data sources, and monitor student progress directed toward improving teaching and learning.

California Professional Standards for Education Leaders (CPSEL)
Standards, Elements, and Example Indicators

STANDARD 3: Management and Learning Environment
Education leaders manage the organization to cultivate a safe and productive learning and working environment.

ELEMENT 3A

Operations and Facilities
Leaders provide and oversee a functional, safe, and clean learning environment.

EXAMPLE INDICATORS

3A-1 Systematically review the physical plant and grounds to ensure that they are safe, meet Americans with Disabilities Act (ADA) requirements, and comply with conditions that support accessibility for all students.

3A-2 Collaborate with the district to monitor and maintain student services (e.g., food, transportation) that contribute to student learning, health, and welfare.

3A-3 Manage the acquisition, distribution, and maintenance of equipment, materials, and technology needed to meet the academic, linguistic, cultural, social-emotional, and physical requirements of students.

3A-4 Work with stakeholders and experts to plan and implement emergency and risk management procedures for individuals and the site.

ELEMENT 3B

Plans and Procedures
Leaders establish structures and employ policies and processes that support students to graduate ready for college and career.

EXAMPLE INDICATORS

3B-1 Develop schedules and assign placements that are student-centered and maximize instructional time and staff collaboration.

3B-2 Manage legal and contractual agreements and storage of confidential records (both paper and electronic) to ensure student security and confidentiality.

3B-3 Set clear working agreements that support sharing problems, practices, and results within a safe and supportive environment.

3B-4 Engage stakeholders in using problem-solving and decision-making processes and distributed leadership to develop, monitor, evaluate, and revise plans and programs.

ELEMENT 3C

Climate
Leaders facilitate safe, fair, and respectful environments that meet the intellectual, linguistic, cultural, social-emotional, and physical needs of each learner.

EXAMPLE INDICATORS

3C-1 Strengthen school climate through participation, engagement, connection, and a sense of belonging among all students and staff.

3C-2 Implement a positive and equitable student responsibility and behavior system with teaching, intervention and prevention strategies and protocols that are clear, fair, incremental, restorative, culturally responsive, and celebrate student and school achievement.

3C-3 Consistently monitor, review, and respond to attendance, disciplinary, and other relevant data to improve school climate and student engagement and ensure that management practices are free from bias and equitably applied to all students.

ELEMENT 3D

Fiscal and Human Resources
Leaders align fiscal and human resources and manage policies and contractual agreements that build a productive learning environment.

EXAMPLE INDICATORS

3D-1 Provide a clear rationale for decisions and distribute resources equitably to advance a shared vision and goals focused on the needs of all students.

3D-2 Work with the district and school community to focus on both short- and long-term fiscal management.

3C-3 Actively direct staff hiring and placement to match staff capacity with student academic and support goals.

3C-4 Engage staff in professional learning and formative assessments with specific feedback for continuous growth.

3C-5 Conduct personnel evaluations to improve teaching and learning, in keeping with district and state policies.

3C-6 Establish and monitor expectations for staff behavior and performance, recognizing positive results and responding to poor performance and/or inappropriate or illegal behavior directly and in a timely and systematic manner.

STANDARD 4: Family and Community Engagement

Education leaders collaborate with families and other stakeholders to address diverse student and community interests and mobilize community resources.

ELEMENT 4A

Parent and Family Engagement

Leaders meaningfully involve all parents and families, including underrepresented communities, in student learning and support programs.

EXAMPLE INDICATORS

4A-1 Establish a welcoming environment for family participation and education by recognizing and respecting diverse family goals and aspirations for students.

4A-2 Follow guidelines for communication and participation established in federal and state mandates, district policies, and legal agreements.

4A-3 Solicit input from and communicate regularly with all parents and families in ways that are accessible and understandable.

4A-4 Engage families with staff to establish academic programs and supports that address individual and collective student assets and needs.

4A-5 Facilitate a reciprocal relationship with families that encourages them to assist the school and to participate in opportunities that extend their capacity to support students.

ELEMENT 4B

Community Partnerships

Leaders establish community partnerships that promote and support students to meet performance and content expectations and graduate ready for college and career.

EXAMPLE INDICATORS

4B-1 Incorporate information about family and community expectations and needs into decision-making and activities.

4B-2 Share leadership responsibility by establishing community, business, institutional, and civic partnerships that invest in and support the vision and goals.

4B-3 Treat all stakeholder groups with fairness and respect, and work to bring consensus on key issues that affect student learning and well-being.

4B-4 Participate in local activities that engage staff and community members in communicating school successes to the broader community.

ELEMENT 4C

Community Resources and Services

Leaders leverage and integrate community resources and services to meet the varied needs of all students.

EXAMPLE INDICATORS

4C-1 Seek out and collaborate with community programs and services that assist students who need academic, mental health, linguistic, cultural, social-emotional, physical, or other support to succeed in school.

4C-2 Build mutually beneficial relationships with external organizations to coordinate the use of school and community facilities.

4C-3 Work with community emergency and welfare agencies to develop positive relationships.

4C-4 Secure community support to sustain existing resources and add new resources that address emerging student needs.

STANDARD 5: Ethics and Integrity

Education leaders make decisions, model, and behave in ways that demonstrate professionalism, ethics, integrity, justice, and equity and hold staff to the same standard.

ELEMENT 5A

Reflective Practice

Leaders act upon a personal code of ethics that requires continuous reflection and learning.

EXAMPLE INDICATORS

5A-1 Examine personal assumptions, values, and beliefs to address students' various academic, linguistic, cultural, social-emotional, physical, and economic assets and needs and promote equitable practices and access appropriate resources.

5A-2 Reflect on areas for improvement and take responsibility for change and growth.

5A-3 Engage in professional learning to be up-to-date with education research, literature, best practices, and trends to strengthen ability to lead.

5A-4 Continuously improve cultural proficiency skills and competency in curriculum, instruction, and assessment for all learners.

5A-5 Sustain personal motivation, commitment, energy, and health by balancing professional and personal responsibilities.

ELEMENT 5B

Ethical Decision-Making

Leaders guide and support personal and collective actions that use relevant evidence and available research to make fair and ethical decisions.

EXAMPLE INDICATORS

5B-1 Consider and evaluate the potential moral and legal consequences of decisions.

5B-2 Review multiple measures of data and research on effective teaching and learning, leadership, management practices, equity, and other pertinent areas to inform decision-making.

5B-3 Identify personal and institutional biases and remove barriers that derive from economic, social-emotional, racial, linguistic, cultural, physical, gender-based, or other sources of educational disadvantage or discrimination.

5B-4 Commit to making difficult decisions in service of equitable outcomes for students, staff, and the school community.

ELEMENT 5C

Ethical Action

Leaders recognize and use their professional influence with staff and the community to develop a climate of trust, mutual respect, and honest communication, necessary to consistently make fair and equitable decisions on behalf of all students.

EXAMPLE INDICATORS

5C-1 Communicate expectations and support for professional behavior that reflects ethics, integrity, justice, and equity.

5C-2 Use a variety of strategies to lead others in safely examining personal assumptions and respectfully challenge beliefs that negatively affect improving teaching and learning for all students.

5C-3 Encourage and inspire others to higher levels of performance, commitment, and motivation by modeling transparent and accountable behavior.

5C-4 Protect the rights and appropriate confidentiality of students, staff, and families.

5C-5 Promote understanding and follow the legal, social, and ethical use of technology among all members of the school community.

STANDARD 6: External Context and Policy

Education leaders influence political, social, economic, legal, and cultural contexts affecting education to improve education policies and practices.

ELEMENT 6A

Understanding and Communicating Policy

Leaders actively structure and participate in opportunities that develop greater public understanding of the education policy environment.

EXAMPLE INDICATORS

6A-1 Operate consistently within the parameters of federal, state, and local laws, policies, regulations, and statutory requirements.

6A-2 Understand and can explain the roles of school leaders, boards of education, legislators, and other key stakeholders in making education policy.

6A-3 Welcome and facilitate conversations with the local community about how to improve learning and achievement for all students, including English Learners and students needing additional support.

6A-4 Facilitate discussions with the public about federal, state, and local laws, policies, regulations, and statutory requirements affecting continuous improvement of educational programs and outcomes.

6A-5 Work with local leaders to assess, analyze, and anticipate emerging trends and initiatives and their impact on education.

ELEMENT 6B

Professional Influence

Leaders use their understanding of social, cultural, economic, legal, and political contexts to shape policies that lead to all students graduating ready for college and career.

EXAMPLE INDICATORS

6B-1 Advocate for equity and adequacy in providing for students' and families' educational, linguistic, cultural, social-emotional, legal, physical, and economic needs, so that every student can meet education expectations and goals.

6B-2 Support public policies and administrative procedures that provide for present and future needs of all children and families and improve equity and excellence in education.

6B-3 Promote public policies that ensure the equitable distribution of resources and support services for all students.

ELEMENT 6C

Policy Engagement

Leaders engage with policymakers and stakeholders to collaborate on education policies focused on improving education for all students.

EXAMPLE INDICATORS

6C-1 Work with the governing board, district and local leaders to influence policies that benefit students and support the improvement of teaching and learning.

6C-2 Actively develop relationships with a range of stakeholders, policymakers, and researchers to identify and address issues, trends, and potential changes that affect the context and conduct of education.

6C-3 Collaborate with community leaders and stakeholders with specialized expertise to inform district and school planning, policies, and programs that respond to cultural, economic, social, and other emerging issues.